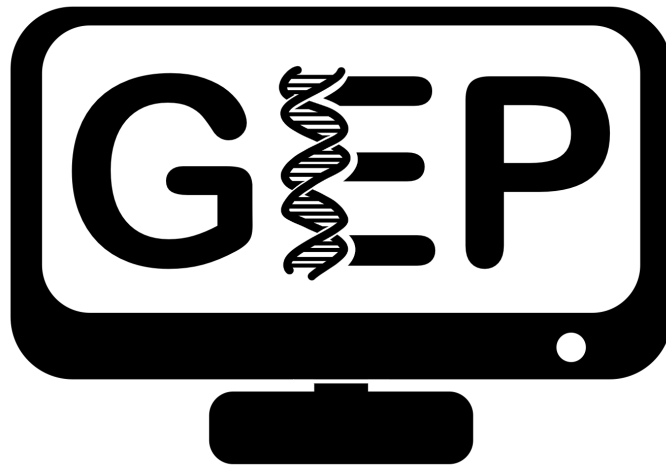


**PLEASE CHANGE PURPLE TEXT TO BLACK ONCE REVIEWED AND,
IF NEEDED, UPDATED**

2024-2025



Genomics Education Partnership Handbook

Our Mission

The Genomics Education Partnership (GEP) is a nationwide community of 250+ faculty from more than 200 colleges and universities dedicated to facilitating equity in undergraduate biology education. GEP provides training, resources, and mentorship to empower faculty to provide their students experiential learning and Course-based Undergraduate Research Experiences (CUREs) centered in genomics and bioinformatics. GEP celebrates the diverse types of institutions represented by our faculty and is committed to recruiting and mentoring faculty at institutions especially well-poised to serve students from historically underrepresented groups in STEM. Equitable access to research and the associated professional development opportunities can help build a more representative biomedical and genomics community — one that is fair and just.

Community Goals

1. Develop a hybrid (in-person & virtual) partnership with distributed leadership, improved communication tools, and new scientific partners to develop additional CUREs
2. Double the number of students & faculty in the GEP, focusing on enhancing Community College (CC) and Minority-Serving Institution (MSI) participation through Regional Node activities
3. Increase participation of underrepresented groups in the GEP, focusing on recruitment, mentoring, and support facilitated by a virtual network
4. Develop a platform for community annotation projects incorporating rapid open-access micropublication of gene reports

Funding Structure

- Program Director PI (host institution for grants covering central organization, assessment, curriculum development, workshop costs), with sub-contract to Washington University in St. Louis to fund IT hub and Faculty (formerly Alumni) Workshop local costs.
- Individual research project leaders will endeavor to seek support through individual grants that include funds for data quality control and analysis, potentially providing some support for GEP IT infrastructure and GEP summer students.
- Assessment and Curriculum Committees could seek additional support for expanded projects in these areas as opportunities arise.

Conference Funding

The GEP is committed to supporting its members who represent our organization at professional conferences. Thanks to the NIH-IPERT ([R25GM130517](#)) funding mechanism, the GEP is able to offer financial support for faculty and their students to present GEP-related research and outcomes at priority events. This support is provided through the “Sarah Elgin Travel Award,” named in honor of the GEP’s founder, Sarah Elgin. For details on eligibility and how to request funding, please refer to the [GEP Funding for Conference Attendance Policy](#).

Please note: We are not currently accepting funding requests for conferences or workshops. Updates will be provided in the newsletter when this changes.

Accessibility

The “[GEP Accessibility Policies](#)” document is currently being drafted by Katie Sandlin, in collaboration with GEP Staff and the Diversity, Equity, and Inclusion Committee. Once the document is finalized, more details will be provided here in the Handbook and shared via the monthly newsletter.

Membership

Active Member

Minimal responsibilities include:

1. Complete full training on GEP annotation for at least one GEP project
2. Teach assigned courses incorporating GEP curriculum at least once every three years; and/or facilitate undergraduate and/or graduate research in gene annotation at least once every three years; and/or serve in a leadership role or as an active committee/working group member within GEP
3. Submit semi-annual Faculty Reports.
4. Complete consent or lack of consent with GEP faculty assessment

Additional responsibilities include (as applicable):

5. Join an “interest group” that would be aligned with one of the four specialized committees (Science & IT, Assessment, Curriculum, Professional Development & Mentorship)
6. Affiliate with a regional node
7. Serve as a Mentor for a new GEP member
8. Work to establish an Institutional Agreement with UA as the acting IRB
9. Those with umbrella IRB, when teaching, request that students to complete Assessment surveys/quizzes
10. Presenting about the GEP at conferences and workshops

Adjunct Member

1. may not be currently implementing GEP curriculum in instruction or affiliated with a committee
2. is not requested to participate in regular surveys or submit annual faculty reports
3. continues to receive general GEP updates (including monthly newsletters and announcements)
4. might volunteer for online mentoring of students
5. can move into “Active” status if resumes “minimum” responsibilities of membership

Communication

Tool	Purpose	Example Use Case
Google Account (can create with your	Provides a <i>single sign-on solution</i> for the GEP’s collaboration tools	OPTIONAL: Use your institutional email (bigal@ua.edu) to create a

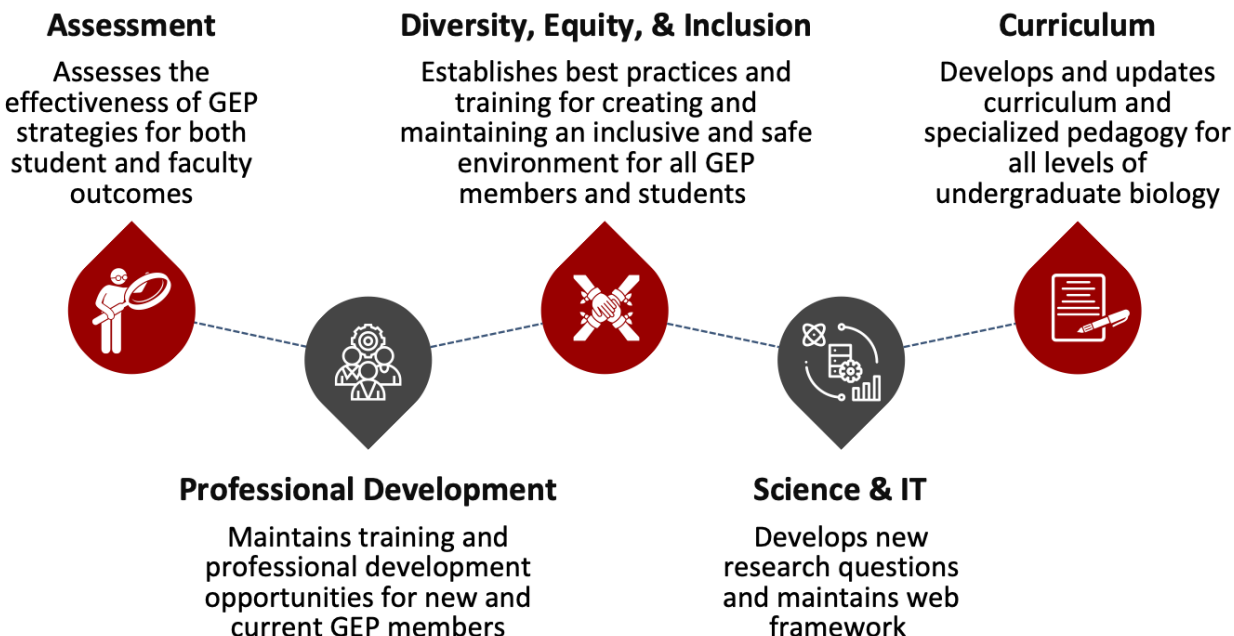
institutional email or create a separate account)	(e.g., Google Drive, Box, Trello)	non-email Google Account and then you can join the other tools without creating individual accounts for each
Google Groups	Mailing list; <i>no longer used for Google Drive access</i>	If you're interested in receiving updates and reminders for the Curriculum Committee, you can join the Google Group (groups.google.com/g/curriculum-gep) mailing list.
Google Drive (short-term storage)	Enables real-time <i>collaborative editing</i> of documents, forms, and presentations using Google Docs, Sheets, and Slides	Collaborative manuscript or abstract writing - "suggesting" editing, commenting with feedback; avoids the need to send Word Docs back and forth via email, time consuming versioning and error-prone merging
Box (long-term storage)	Provides unlimited storage for videos (Zoom meeting recordings) and large genomics datasets; long-term storage of <i>finalized</i> documents	Store final version of conference presentation materials (e.g., PPT, abstract, poster)
Trello	Manages Committee projects (e.g., assign tasks to Committee members, set deadlines, keep track of progress, provide links to shared documents), Research Projects, Regional Node planning, and sign ups for upcoming conferences and workshops; <i>once you've joined the Google Drive and Box folders, you won't likely ever need to go back to either of those, instead you can access the individual documents via Trello</i>	
Newsletter	Monthly email sent to all members typically 1 week after the Steering Committee Meeting; archive of all Newsletters available	Share Committee updates, general announcements and action items, upcoming events, reminders, conferences needing a GEP

	on the GEP website	representative, students opportunities, etc.
AddEvent	Scheduling Committee Meetings and regional node administrative planning sessions	Share the addevent links for each committee meeting when sending out the semester committee schedules

Committees

Collaborative Structure

- Primary Committees: Steering; Science & IT; Curriculum; Assessment; Professional Development & Mentoring (PDM); Diversity, Inclusion, and Equity (DEI)
- Subcommittees/ad hoc committees: New Member Training, Regional Nodes, Research & Evaluation
- Ad hoc committees and working groups will be assembled for specific tasks as needed
- New terms begin at the Summer Faculty Workshop (or July 1st if there is no workshop), both the outgoing and incoming members of the Steering Committee will be encouraged to attend the annual (in-person) mini-retreat. Term lengths are suggested options but not absolute.
- Committees will generally strive to make decisions on a consensus-basis, but in the event of intractable disagreement, the majority will prevail.
- Volunteers from within the committee and/or its affiliate members will fill any midterm position vacancies and serve the remainder of the term.
- Wherever possible, members representing *diverse* types of institutions will be recruited to leadership positions within GEP.



Leadership 2024/2025

Steering

- Program Director - Laura Reed
- Director Emeritus - Sally Elgin

Assessment

- Past Chair - Amy Hark
- Chair - John Stanga
- Vice Chair - Christy Fleet

-
- Assessment Consultants:
 - Student Assessments: David Lopatto
 - Faculty Assessments: Sean Gehrke
 - External Evaluator: Christine Pribbenow
 - Research & Evaluation Subcommittee Chair: Anya Goodman

Curriculum

- Past Chair - Zeynep Özsoy
- Chair - Amie McClellan
- Vice Chair - Tess Cherlin

Diversity, Equity, and Inclusion (DEI)

- Past Chair - Vida Mingo
- Chair - Alma Rodriguez-Estrada
- Vice Chair - Maire Sustacek

-
- DEI Journal Club - Brian Schwartz

Professional Development & Mentoring (PDM)

- Past Chair - Mary Ann Smith
- Chair - Rivka Glaser
- Vice Chair - Norma Velazquez Ulloa

-
- New Member Training Director - Catherine Reinke
 - Mentorship Director - Daron Barnard
 - Regional Nodes:
 - Past Director - Melinda A. Yang
 - Director - Jenni Kennell
 - Co-Director - Kellie Agrimson

Science & IT

- Past Chair - Tom Giarla
- Chair - Nik Tsotakos
- Vice Chair - Clare Chialvo

General Leadership

Committee Membership

Active Committee Member

- actively engages in committee discussions, decision-making, and coordination for a suggested 1-3-year term
- any GEP member who attends two or more committee meetings is eligible to vote as a committee member
- attends meetings as schedule allows (availability of active members will be more heavily considered when monthly meetings are planned; recommended review of meeting minutes if member is unable to attend meetings)
- if absent from six or more committee meetings, the person is no longer considered an active member
- contributes ideas towards committee topics (e.g., research questions, program implementation, curriculum development, etc.)
- can be called upon to help with committee duties that are not already assigned to the committee leadership
- subscribed to committee Google Group; receives all updates
- active members may switch to affiliate if they are or unable to take an active role in committee proceedings or not currently implementing GEP curriculum

Affiliate Committee Member

- attends meetings and participates in committee discussions as possible (no time commitment is required)
- members may review meeting minutes/recordings to stay abreast of current discussions (availability of affiliate members is considered tangentially when meetings are scheduled)
- contributes ideas towards committee topics (e.g., research questions, program implementation, curriculum development, etc.)
- can be requested to volunteer for committee duties when needed
- newer GEP faculty may consider being an affiliate member the first year on the committee
- subscribed to committee Google Group; receives general updates
- affiliate members may change to active status per request

Leader vs. Staff General Roles & Responsibilities

	Committee Chairs/Vice Chairs	GEP Staff
Scheduling	• Provide general availability (week days/times) to Sarah Crocker-Buta for Committee Meeting scheduling prior to Fall and Spring semesters. Sarah will create the WhenIsGood poll and distribute it to the Committee's Google Group. • Use WhenIsGood poll results to decide a final week day/week/time (e.g., 3rd Thursday of each month at 3p ET / 2p CT) for the monthly meetings of a semester and notify Sarah of your decision. ○ Keep in mind that Committees should avoid meeting at the same day/time as other Committees to ensure appropriate Staff are able to attend	Program Assistant (Sarah Potts) • Request general availabilities for Committee Chair and Vice Chair and then create a WhenIsGood poll and distribute it to the Committee's Google Group • Once Chair and Vice Chair have identified the monthly meeting schedule, send an email to the Committee's Google Group with final details of meeting schedule (e.g., meeting dates and times (with time zone) and Zoom link) and include instructions for adding it to their calendar via AddEvent • Create a meeting agenda/notes document for each meeting in the appropriate Google Drive folder • Create a Box folder for each meeting's Zoom recording • Create a Trello card for each meeting and add Committee Members to the cards ○ Add links to the individual meeting's Google Doc agenda/notes and Box recording folder • Email reminder to meeting participants 1-2 days before meeting time

Procedures	• Using the appropriate document in Google Drive (created by the Program Assistant and linked to each meeting's Trello card), add items for discussion to the agenda at least 1 day prior to the scheduled meeting • Identify a note-taker at the beginning of the meeting (typically this would be the Vice Chair) • Lead the Committee Meeting, facilitate discussion, etc. • Review agenda/notes for completeness; follow up with participants regarding assigned tasks.	Program Assistant (Sarah Potts) • Upload Zoom recording to Box and add link to the meeting's Trello card
Newsletter	• Respond to "tagging" (by Katie Sandlin) in the monthly newsletter Google Doc with updates before the given deadline (typically one week after the Steering Committee meeting). • Please <i>do not repeat the same content</i> from a previous month unless absolutely necessary.	Katie Sandlin • "Tag" Committee Leadership and other relevant faculty members to solicit monthly updates • Send email reminder 2 days prior to deadline to those who haven't yet updated their section • Review submissions for accuracy and accessibility Wilson Leung • Convert the Google Docs version of the Newsletter to Mailjet Markup Language (<u>MJML</u>) • Send the HTML version of the Newsletter to QUBES for distribution to the allgep mailing list • Add the Newsletter to the "<u>Member Newsletter</u>" section of the GEP website

Committee Roles & Responsibilities

Steering Committee

Purpose: Provide overall guidance and leadership of GEP, coordination among five primary committees and any ad hoc committees.

Quorum: At least one representative from the five major committees (Science/IT, Curriculum, PDM, Assessment, DEI)

1. Hold meetings with committee members on a monthly basis via Zoom.
2. Hold annual mini-retreats usually in conjunction with the summer National Faculty Workshop(s)
3. Clarify and modify GEP structure and by-laws as group transitions into a mature organization.
4. Evaluate ongoing and future GEP projects, confirming priorities; supervise workshop schedule; pursue future funding opportunities.

Roles

1. Plan and implement National Faculty Workshop
 - a. Coordinate with other groups for planning workshop.
 - b. Generate workshop hosting guide (separate content from local arrangements).

Program Director

- PI on grants to maintain GEP (infra)structure as a whole
- Duration in role determined by grant cycle(s)
- Member "nudger" on GEP-wide issues
- In consultation with GEP staff, schedules Steering Committee meetings and assemblies and distributes the meeting agenda
- Serve as supervisor to staff at the PI's institution
- Facilitate administration of GEP grants
- Maintain IRB protocols and documentation
- Prepare and submit annual grant reports
- Prepare annual "State of the Union" address for National Faculty Workshop
- Support the development of ancillary grants for GEP related projects
- Coordinate all financial arrangements for the GEP activities funded by grants with director as PI
- Chair the Steering Committee
- Represent and promote GEP at national and international scales
- Serve as the Authorized Organizational Representative (AOR) for GEP related official communications (e.g., letters of support for collaborative grants)
- Final mediator of any disagreements within the GEP organization.

Committee Chairs

- Science & IT, Assessment, Curriculum, Professional Development & Mentoring, DEI

Committee Vice Chairs (not required)

- Science/IT, Assessment, Curriculum, Professional Development & Mentoring, DEI
- Attend as substitute committee representative if chair unable to attend Steering Meeting
- Vice Chairs are *encouraged* to attend Steering Committee meetings

The Steering Committee endeavors to include representation from the following constituencies. If the constituency is not already represented among the chairs/vice chairs, additional members need to be recruited from the following groups:

- **Community College/2-year institution Representative**
Faculty member at a community college/2-year institution, responsible for communicating to the other community college GEP members about issues especially pertinent to them.
- **Minority Serving Institution (MSI) Representative**
Faculty member at an institution with >30% under-represented minority student population, responsible for communicating about MSI relevant issues to other MSI GEP faculty
- **Primarily Undergraduate Institution (PUI) Representative**
Among the Steering Committee members there must be one faculty representative from a 4-year PUI. If one of the specialized committee chairs or the MSI representative is not from a PUI then an additional PUI representative should be added to the committee
- **Ad hoc members** (ex officio)
 - Based on group needs (e.g., non-profit/business consultant)
- **Director of IT** (ex officio)
- **Director of Communications** (ex officio)
- **Program Assistant** (ex officio)

Assessment Committee

Purpose: Evaluate the effectiveness of GEP strategies for both student outcomes and faculty member professional development, as well as helping assess effectiveness of specific curricula.

Quorum: 4 voting members (must include the chair or vice chair)

Committee Responsibilities:

Overall, assess the effectiveness of GEP strategies for both student and faculty outcomes.

1. Work with the Assessment Consultant to develop and approve student assessment instruments and resources in consultation with other committees. Remind GEP members about completing assessments (with Admin/IT support).

2. Consider new research projects developed within committee, by grant writing teams, or raised by Science Education Working Groups, ensuring that we are following the workflow adopted 9.16.2022.
3. To support above, work with Assessment Consultant as appropriate in data analysis. Serve as lead authors on assessment publications. Provide assessment data for grant applications.
4. Contribute to identifying Assessment Consultants to work within this area as needed. Can connect to Research and Evaluation Committee with possibility of sharing data.
5. Hold meetings with committee members on a quarterly basis at minimum (in most cases virtually). Meeting frequency can be increased based on committee responsibilities and workload.

Roles Vice Chair (1st year) → Chair (2nd year) → Past Chair (3rd year)

Chair

- Ensures annual committee-related functions (e.g. quizzes, surveys, faculty reports) are occurring with help of GEP staff
- Monitor GEP needs and funding opportunities; encourage development of new education research studies

Vice Chair

- Serve as alternate to Chair on Steering Committee
- Record (take meeting minutes or designate notetaker)
- Affiliate "nudger" on committee-related activities

Past Chair

- Advises chair
- One-year term (eligible 3rd year of active committee participation)

Members

- Suggest commit to minimum -two year term; willing to consider being Vice Chair after at least one year as a committee member
- Need **Liaisons** for each GEP-wide grant, expectation that they would be co-authors if not co-PI

Assessment Consultant(s) (ex officio)

- Non-voting member, possibly receives honorarium from GEP
- Advise on assessment tools
- Analyze assessment data
- May co-author manuscripts on assessment

Research and Evaluation Committee (not a standing committee, tied to grants)

Purpose: The purpose of this committee is to meet the objectives identified in the evaluation sections for both the NSF-funded IUSE grant (10/01/2019-09/30/2024) and the NIH-funded IPERT grant (04/01/2019-03/31/2024) until their respective end dates, including any no-cost extensions.

Membership: Sean Gehrke and Christine Pribbenow (External Evaluators/Consultants); Catherine Reinke, Anya Goodman (Co-PIs for IUSE grants); Laura Reed (PI for IPERT/IUSE grant); and Katie Sandlin and Sarah Crocker-Buta (representatives of GEP staff).

Committee Responsibilities

1. Keep IUSE/IPERT grants' objectives and outcomes in the forefront of the committee's work.
2. Evaluate IUSE/IPERT grant's outcomes through tool/instrument development and collection and analysis of data gathered from evaluation activities with GEP faculty and the overall community.
3. Ensure evaluation data are collected using ethical treatment of human subjects practices and apply for Institutional Review Board (IRB) approval for data collected for research purposes.
4. Contribute to annual reports by including results/findings and text as requested.
5. Represent this committee at (sub)committee meetings, as needed or requested.
6. Serve as consultants/evaluation "experts" within the GEP community by providing feedback, resources, and other support as needed and requested.

Curriculum Committee

Purpose: Maintain, improve, and create new curricula to complement GEP didactic goals; keep GEP curriculum current, responsive to the needs of new science projects, and easy for instructors to access and implement.

Quorum: 4 voting members (must include the chair and/or Vice Chair and two or three active Curriculum Committee members.)

Committee Responsibilities

1. Coordinate with Assessment and Science & IT committees to ensure that science, curriculum and assessment efforts are in sync (facilitates publications).
2. Coordinate with the Diversity, Equity, and Inclusion (DEI) Working Group to improve accessibility of GEP curriculum materials
3. Maintain (review and/or update) Active Curriculum.
4. Archive inactive (less than 5 users per year) Curriculum. Archived curriculum remains available and searchable, but is not maintained.
5. Oversee revision, testing, solicitation, and incorporation of feedback on new curriculum.
 - a. Identify needs for guidelines and/or project workflows and solicit authors.
 - b. Create a template/design/roadmap to help new curriculum creation.

- c. Coordinate “tagging” of GEP curriculum materials (e.g., curriculum type, target audience, NIBLSE competency, topics, bioinformatics tools)
 - d. Solicit ideas for K-12 and/or ‘beginning college student’ curriculum.
 - e. Encourage inclusion of introductory videos/podcasts.
6. Identify needs for new curriculum and recruit members to participate in writing/testing/feedback collection of new curriculum, particularly for new projects. Most of these projects will become ‘Pilot Curriculum’. ‘Pilot curriculum’ is often produced at the Workshop or by a working group or by the request of the Curriculum Committee. It is not public (password protected), is expected to become ‘Active Curriculum’ once tested, and is updated by the working group.
 7. Curate resources such as lesson plans or workflows created by GEP faculty for their courses (organize resources, index, make available). Most of these projects will become ‘Faculty Generated Curriculum’. ‘Faculty Generated Curriculum’ is often produced by individual Faculty members. It is not public (password protected), is not generally expected to become ‘Active Curriculum’, and maintained exclusively by the faculty member(s).
 8. Identify and describe opportunities for curriculum development grants in collaboration with Science & IT and/or Assessment committees.
 9. Hold virtual meetings with committee members on a monthly basis at minimum. Meeting frequency can be increased based on committee responsibilities and workload.

Roles Vice Chair (1st year) → Chair (2nd year) → Past Chair (3rd year)

Chair

- Provides leadership and vision, convenes/presides at meetings, sets agenda, delegates responsibilities
- Possible PI on grants focused on GEP curriculum
- Serves on Steering Committee
- Identifies needs for new curriculum

Past Chair

- Advises Chair
- Completes close-to-my-heart project(s)

Vice Chair

- Serves as the alternate to Chair on Steering Committee
- Attend Steering Committee meetings in Spring prior to becoming Chair
- Record committee activities
- Monitor funding opportunities
- Affiliate "nudger" on committee-related activities

Member-at-Large (2)

- Attend Curriculum Committee Meetings

- Possibly consider future leadership role
- Committed to one project per annum

Members

- suggested 1-3-year term, willing to consider being Vice Chair after at least one year as a committee member.
- The Curriculum Committee endeavors to include liaison to Assessment, Science & IT, and DEI committees. If the constituency is not already represented among the Curriculum Committee leadership additional members will be recruited to specifically fulfill these roles.

Director of IT (ex officio)

- Non-voting member employed by GEP
- Maintains the technical infrastructure and annotation tools required for GEP curriculum
 - Update GEP annotation tools and databases so that they are consistent with the gene records at FlyBase and NCBI
- Provide technical recommendations and support for implementing new curriculum
 - Construct new UCSC Assembly Hubs
 - Add or modify evidence tracks for the Genome Browsers
 - Recommend analysis workflows and bioinformatics tools that can be used for the curriculum
- Maintains [Curriculum Search](#)
- Coordinate with the Director of Communications, GEP faculty, and virtual TAs on curriculum updates before the Fall and Spring semesters

Director of Communications (ex officio)

- Non-voting member employed by GEP
- Maintains website including maintaining the
 - [Pilot Curriculum](#)
 - [Faculty-Generated Curriculum](#)
 - Understanding Eukaryotic Genes ([English](#) | [Spanish](#))
 - [Transcription Start Sites](#)
 - [Responsible Conduct of Research](#)
 - [Sequencing Technologies](#)
- Works with Curriculum Committee on curriculum development and maintenance

Diversity, Equity, & Inclusion (DEI) Committee

Purpose: Establishes best practices and training for creating and maintaining an inclusive and safe environment for all GEP members & students

Quorum: 4 voting members (must include the chair and/or vice chair and two or three active DEI Committee members).

Committee Responsibilities

1. Plan and manage initiatives and projects of interest for the DEI Committee members.
2. Hold virtual meetings with committee members quarterly at minimum. Coordinate with GEP staff to schedule, facilitate, and document committee meetings.
3. Collaborate with the Assessment, Curriculum, and GEP Training Committees to improve accessibility of GEP materials and provide DEI training for current and future GEP members
4. Identify areas of underrepresentation in GEP and provide recommendations for increasing diversity recruitment and retention
5. Establish repository of best practices for creating and maintaining an inclusive and safe environment with any GEP-affiliated activity

Roles

Past Chair, Chair, and Vice Chair are each up to 2-year terms, with a total of up to 5 years in leadership. Vice Chair (1 year, 2nd year is optional) → Chair (1 year, 2nd year is optional) → Past Chair (1 year)

Past Chair

- **Advises chair**
- **1 year term**

Chair

- **Serves on steering committee**
- **Record and report on committee activities to steering committee and within the Newsletter**
- **Develops yearly goals/agenda for the committee**
- **Convenes committee meetings and coordinate efforts to promote and execute committee and GEP goals**
- **Coordinates efforts for the execution and implementation of activities at the National GEP Faculty Workshop**

Vice Chair

- Serves as an alternate to the Chair on steering committees
- Assist the chair with efforts to promote and execute committee and GEP goals
- Assist the chair on the development of yearly goals
- Assist the chair with the development of the agenda for the committee

Fireside Chat Leader

- Coordinate Fireside Chat activities and discussions

- Provides support for GEP members attending the fireside chats

Journal Club Leader:

- Coordinates Journal Club activities
- Lead Journal Club discussions

Professional Development & Mentoring Committee

Purpose: Maintain training and professional development opportunities for new and alumni GEP members, encouraging a vibrant “community of practice”

Quorum: 4 voting members (must include the Chair or Vice Chair)

Committee Responsibilities

1. Build and maintain a culture of equity, collaboration, continual improvement, and mutual support.
2. Promote the GEP and encourage engagement with membership
 - a. Respond to inquiries from members and help connect members with appropriate resources.
 - b. Welcome new members.
 - c. Roster maintenance/lapsed member outreach.
 - d. Long range planning including grant opportunity monitoring.
 - e. Help members interested in serving on a committee make those connections.
 - f. Annual conference calendar.
 - g. Annual Node activity planning.
3. Identify, recruit, and train new members in accordance with current grant aims.
4. Develop retention strategies and continuing professional development for members.
5. Coordinate GEP conference participation by helping to identify members going to targeted conferences, especially during times with limited resources.
6. Manage GEP Official Correspondence including training completion and committee and node assignment, tenure and promotion, and regional node thank you/acknowledgement (cc: deans).
7. Implement Mentor/Partner Program between members to develop faculty connections and GEP knowledge
8. Hold monthly meetings with committee members. Meeting frequency can be increased based on committee responsibilities and workload.

Roles

Past Chair, Chair, and Vice Chair are each 1-year terms, with a total of 3 years in leadership.

Vice Chair (1st year) → Chair (2nd year) → Past Chair (3rd year)

Members

- suggested 1-3-year term, willing to consider being Vice Chair after at least one year as a committee member

Past Chair

- Advises Chair
- Monitor funding opportunities
- One-year term (3rd year)

Chair

- Serves on Steering Committee
- Record and report on committee activities to Steering Committee and within Newsletter
- Monitor and seek out funding opportunities, especially for Committee but also GEP in general
- Develops generally yearly goals/agenda for Committee
- Convenes Committee meetings and coordinates efforts of Committee to promote goals of the GEP
- Create and implement opportunities for member/faculty development

Vice Chair

- Serve as an alternate to Chair on Steering Committee
 - Record and report on committee activities
- Prepare tenure and promotion support letters (co-signed by Program Director)
- Coordinates Conference presentations
 - recruitment workshops/tables coverage for targeted conferences
 - scientific presentations reviewer
- Affiliate "nudger" on committee-related activities to drive yearly agenda forward

Mentoring Director/Co-Director

- *Develops materials for Partner Program
- *Coordinates GEP Partner Program for mentoring of members on implementation strategies.
- *Leads PDM Committee Mentoring Subgroup and convenes meetings for programming needs
- *Reports to PDM Committee on subgroup progress
- *Director: serves one year and then functions as a past director (consultant for historical knowledge, as needed).
- *Co-Director: serves one year and then moves into the Director position.

New Member Training Director

- Develop training curriculum
- Maintain group of active GEP members willing to train new members (recruit additional trainers as needed)
- Participate in training
- Schedule new member trainings (trainers and trainees) in support of grant aims

- Support regional node trainings and training in St. Louis (schedule trainers, schedule trainees, oversee training schedule)
- Ad hoc steering committee member; attend Steering Committee meetings to adapt training plans as needed, including updating training curriculum/schedules and number of new trainees per year
- 2-year term or as determined by funding cycles if grant includes substantial focus on new faculty training

Regional Nodes Director and Co-Director

- Recruit nodes to plan and host Regional Node Events
- Facilitate GEP staff support and approve funding for RNMs and RNTs, as needed (see p. XX for more details).
- Encourage and keep track of informal gatherings between node members.
- Coordinate with Training Directors as part of facilitating new member regional node training events.
- Work with node leaders and co-leaders to improve node community building.
- Director: serves one year and then functions as a past director (consultant for historical knowledge, as needed).
- Co-Director: serves one year and then moves into the Director position.

The duties of the Regional Node Director and Co-Director includes the following:

(Duties listed below to be apportioned as needed).

1. Facilitate Regional Node Events by:
 - a. Establishing and communicating Regional Node Event proposal due dates to node leaders and co-leaders *(typically second Wednesday 5 pm CT of January and July, unless otherwise noted, but generally 2-3 months ahead of the event)*
 - b. Communicating Regional Node Event directives from GEP administration to node leaders and co-leaders for the next academic year.
 - c. Working with node leaders and/or node member event organizers whose proposals and budgets require modification or refinement.
 - d. Reviewing and communicating decisions on Regional Node Event proposals to appropriate parties.
 - e. Leading an Administrative Planning Session for Regional Node Events, assisting node organizers work with GEP administrative structure.
 - f. Checking-in with node organizers before Regional Node Events.
 - g. Following up with node organizers after Regional Node Events.
2. Assist node community building by:
 - a. Maintaining communication (e.g., office hours) with node leaders and GEP administration regarding any node-related questions, concerns, and/or event administrative issues.
 - b. Communicating regularly with node leaders to ensure node member lists are updated.
 - c. Promoting one formal or informal meeting per node in May including directives to determine leadership and Regional Node Events for the following year for

- communication at the National GEP Faculty Workshop.
 - d. Encouraging node members to report informal gatherings on the GEP website.
 - e. Developing workshop(s) for node-related activities at the National GEP Faculty Workshop.
3. Track data for GEP grant administration by:
- a. Maintaining up-to-date list of all Regional activities for grant reporting
 - i. For each Regional Node Meeting, recording the final attendance tally for Current Members, Prospective Members, Undergraduates (including % of underrepresented minorities), Graduate Students, and the Number of Institutions Represented.
 - ii. For each Regional Node New Member Training, recording the total number of new members that completed training and the number of institutions, including percentage that are CCs and/or MSIs, that are represented.
 - iii. For informal gatherings, recording the number of gatherings and percent participation, whether virtual or in-person nodes have. Among these, the May meetings count, if not submitted as an RNM. These do not utilize central GEP support.
 - b. Communicating data for grant reports when requested. Typical request for IPERT data is in early February, and for IUUSE is in mid-September.
4. Maintain and update Node Administrative Documents, including:
- a. Spreadsheet of Regional Node Events per year
 - b. Node member and leader/co-leader lists
 - c. GEP Regional Nodes website links
 - i. Regional Node Event proposal and budget template.
 - ii. One-page quickstart on Regional Node Event timeline.
 - iii. Checklist of items to complete for a Regional Node Event.
 - iv. "How to Hold a Regional Node Event" slide deck.
 - v. FAQs including examples of Regional Node Event schedule.
 - vi. Draft schedule of Regional Node New Member Training.
5. Committee duties:
- a. Update PDM Committee on node activities: write a report on the agenda for the meeting and participate in each meeting.
 - b. Update Steering Committee on node activities: write a report on the agenda for the meeting and participate in each meeting.
 - c. Update monthly newsletter with node activities, usually by the week after the Steering Committee Meeting of the month.
 - d. Work with PDM committee on node needs for National GEP Faculty Workshop.

Science & IT Committee

Purpose: Identify, incubate, and support scientific goals and projects for the GEP; help proposed science projects fit into the GEP framework; and maintain the technical infrastructure for those projects to succeed.

Quorum: 4 voting members (must include the Chair or Vice Chair)

Committee Responsibilities

1. Lead science projects (including science grant pursuit), formulate science questions, and manage science publications.
2. Review and provide feedback on web framework and web hosting, IT tool development, web communication tools, and databases.
3. Consider alternative models of publishing (e.g., online databases) for student work, make GEP products accessible to the general public, and develop the microPublication publication workflow.
4. Review proposed new projects and set priorities as needed.
5. Coordinate with other committees to ensure the science complements GEP goals.
6. Hold meetings with committee members on a quarterly basis at minimum (in most cases virtually). Meeting frequency can be increased based on committee responsibilities and workload.
7. Determine and solicit genomics and systems biology-related scientific questions and projects where there is true value-added by involving undergraduates.
8. Coordinate the GEP Science Seminar Series, with the aim of hosting at least two virtual seminars per semester. Seminar speakers can be drawn from the GEP membership or elsewhere.

Roles

Past Chair, Chair, and Vice Chair are each 1-year terms, with a total of 3 years in leadership.
Vice Chair (1st year) → Chair (2nd year) → Past Chair (3rd year)

Past Chair

- Advises chair

Chair

- Leadership, vision, presiding at meetings, setting the agenda, and delegating responsibilities
- Serve on the Steering Committee

Vice Chair

- Serve as alternate to Chair on the Steering Committee, record and report on committee activities
- Monitor funding opportunities.
- Help gather support for Committee-related activities (e.g., working groups)

- Coordinate the GEP Science Seminar Series, including hosting the seminars themselves or identifying an alternate host. The host should join the virtual seminar meeting room at least 10 minutes before the start of the seminar, introduce the speaker to the audience, and facilitate the Q & A.

Scientific Research Project Leaders

- *ad hoc* members
- PIs of ongoing GEP science projects that are pursuing or have received funding
 - Grants help support GEP IT in the context of broader impacts/consulting (include funds for data reconciliation and analysis, publication; possible summer fellowships)
 - Lead/senior authors on resulting science publications
- Term determined by project/grant duration
- Coordinate with other committees and the Director of IT on project specific curricula, including possible introductory videos/podcasts for the project, assessments of project learning, and training of faculty in the science projects
- Reporting of project updates to the rest of the Committee during Committee meetings

Members

- Willing to consider being Vice Chair after at least one year as a Committee member

Director of IT (ex officio)

- Non-voting member employed by GEP
- Maintains the GEP Web Framework (e.g., GEP UCSC Genome Browser, annotation tools)
- Develops new bioinformatics tools and analysis workflows for science projects
- Assists GEP Science Partners with bioinformatics analyses of high-throughput sequencing data (e.g., PacBio Iso-Seq, Illumina RNA-Seq, ChIP-Seq, RAMPAGE, Nanopore data)
- Works with Curriculum Committee on curriculum development and maintenance
- Facilitates deployment of individual science projects
- Advises on feasibility and novelty of proposed projects

Director of Communications (ex officio)

- Non-voting member employed by GEP
- Maintains website and coordinates PR
- Works with Curriculum Committee on curriculum development and maintenance

IT Specialist (ex officio)

- Non-voting member employed by GEP

Regional Nodes

Regional Nodes Past Director - Melinda A. Yang
Regional Nodes Director - Jenni Kennell
Regional Nodes Co-Director - Kellie Agrimson

Regional Node Leader & Co-Leader. *Note that GEP Staff and Regional Node Directors will default to initiating communications with the Node Leader, unless otherwise requested. Duties listed below to be apportioned as needed.*

The main point of contact with Regional Node Directors and GEP Staff is the Node Leader. The person most often, but not exclusively, responsible for contacting node members is also the Node Leader. Outside of these two tasks, the division of labor between the Node Leader and the Node Co-Leader is up to them to decide.

Node Leaders & Co-Leaders are responsible for:

1. Maintaining regular node communications, planning activities, and building community by:
 - a. Initiating and/or facilitating node get-togethers; these include informal gatherings (IGs) and Regional Node Events (RNMs or RNTs).
 - i. Informal gatherings do not require GEP administrative or financial support, and only need two node members getting together.
 - ii. RNMs/RNTs require GEP administrative and/or financial support, and satisfy one or more of the learning objectives described in the grant.
 - b. Communicating with node members to share information from GEP staff and node directors.
 - c. Organizing regular informal gatherings (typically virtual), as needed, with node members to build community, plan Regional Node Events, and discuss GEP-related questions/directives. Use of the Nodes Zoom Meeting Room is encouraged.
 - d. Planning a May meeting (formal or informal) to (i) make leadership and event plans for the following academic year and (ii) prepare communications of Node event plans during the National GEP Faculty Workshop (typically June).
2. Facilitating Regional Node Events by:
 - a. Initiating discussion on planning Regional Node Event(s) with node members.
 - b. Encouraging Node members to take on organizer roles to plan Regional Node Event(s) and assist in planning as needed.
 - c. Coordinating with node event organizers to plan either Regional Node Meeting (RNM) or Regional Node Training (RNT) (*NOTE: For AY24-25, the focus is on RNMs as a means to build community. RNTs will be approved only if contributing to recruitment in members from MSIs or CCs, to meet grant goals*).
3. GEP administrative purposes:
 - a. Serve as the primary GEP contact for your geographic region.
 - b. Share updates in node membership to node directors as needed.
 - c. Communicate concerns/suggestions/questions raised by node members to Regional Node Directors and/or GEP Staff.
 - d. Encourage node members to participate in GEP committees and activities.

- e. For any Regional Node Event, provide a list of names and email addresses for all participants (GEP staff will email all participants pre- and post- event surveys).
4. Sending email invitations for Regional Node Events to GEP node members/non-GEP participants; include GEP staff-created promo posters.
5. Providing a list of activities and objectives for each Regional Node Event (using a master list of IRB-approved activities and objectives provided by GEP staff).

Regional Node Leaders (AY24-25)

- CalNeAr
 - Leader: TBD
 - Co-Leader: TBD
- Carolinas
 - Leader: Marisol Santisteban
 - Co-Leader: Michele Eller
- DMV
 - Leader: Matthew Wawersik
 - Co-Leader: Christy Fleet
- Midwest
 - Leader: Jenny Mierisch
 - Co-Leader: Sarah Justice
- MN/IA/Dakotas
 - Leader: Kellie Agrimson
 - Co-Leaders: Andy Arsham & Tam Mans
- New England
 - Leader: Rachel Sterne-Marr
 - Co-Leader: Jenna Canfield
- NY/NJ
 - Leader: Guy Barbato
 - Co-Leader: Raffaella Diotti
- Pacific Northwest (PNW)
 - Leader: Norma Velazquez Ulloa
 - Co-Leader: Jack Vincent
- Pennsylvania
 - Co-Leader: TBD
 - Co-Leader: TBD

- Puerto Rico/Caribbean
 - Leader: Ángel O. Custodio
 - Co-Leader: Sheylda Díaz-Méndez
- Rocky Mountain (CO/NM/Utah)
 - Leader: Shan Hays
 - Co-Leader: Zeynep Ozsoy
- Southeast (AL/FL/GA/LA/MS/TN)
 - Leader: Cheryl Bardales
 - Co-Leader: TBD
- TX/OK
 - Leader: Lindsey Long
 - Co-Leader: Chitra Chandrasekaran

Regional Node Events

A complete overview of *How to Hold a Regional Node Event* is available on the [Regional Node web page](#). Below we summarize major responsibilities of RN Event organizer(s), RN Director(s), and GEP staff. It is highly recommended to have more than one organizer for a successful RN Event, especially if the RN Event is in person.

Types of RN Events:

- Regional Node Meetings (RNMs): virtual or in-person meetings focused on building node community; typically within a node. A Regional Node Meeting is defined as any GEP activity that involves at least two institutions in the Regional Node that includes at least one of the following:
 - Student presentations (poster or oral)
 - Professional development activity
 - Speaker gives a seminar on a research- or pedagogy-related topic
 - Training in curriculum or science projects of current GEP faculty
 - When Recruiting: ‘taster’ demos for prospective members (currently unavailable)
- **Regional Node Trainings (RNTs):** multi-day onboarding of new members, typically in-person with 2.5 day workshop and welcome dinner, may be virtual, if needed. (*Currently not prioritized - talk with Regional Node Director(s) if of interest.*)

Typically, proposal deadlines are:

- If the events occur on the following dates, their deadlines are as follows:

○ Fall/Winter	(i.e., Aug-15/Feb-15)	DUE: 2nd Wednesday of July
○ Spring/Summer	(i.e., Feb-15/Aug-15)	DUE: 2nd Wednesday of January

- **NOTES:**

1. *For an RNT or an in-person RNM, submitting your proposal >3 months in advance **greatly** increases the chance of approval.*
2. *Events submitted **after the deadline** will be **least prioritized**.*
3. *Approvals depend on RN Director(s) capacity and GEP Staff*.*

Capacity is tied to the amount of logistical support needed for a successful event

RN Event Organizers	RN Director/Co-Director(s)	GEP STAFF
Prior to proposal submission: A) Determine type and date of event, considering node member availability B) Plan proposal (and budget), using provided templates and guidelines on the RN webpage C) Reach out to RN Directors with questions as needed D) Designate one person to submit completed proposal and budget using Qualtrics form (see RN website) <i>Note: Proposal does not need all details of RN Event, but we request that you address logistical concerns unique to event in proposal so RN Director(s) and GEP Staff are aware and can follow up with organizers post-submission.</i>	After proposal submission: A) Review proposal (and budget) and assess the following for approval: • Fulfills one or more grant objectives • Prioritizes GEP directives for that academic year • Reasonable budget B) Communicates email on one or more of the following to organizers: • Approval in Full • Approval with modifications suggested by RN Director(s) • Revisions Required • Not Approved	After proposal submission, pre-approval: A) Create RN Event folder in GEP Google Drive with the following: • RN Event Qualtrics proposal • RN Event budget, if submitted (Excel File) B) Share any concerns with RN Director(s) to consider when reviewing proposal After proposal submission, post-approval: A) Schedule Admin Planning Session for GEP Staff, RN Director(s), and RN Event Organizers B) Send pre-populated agenda template for Admin Planning Session C) Create a Trello card for the event
Before Admin Planning Session: A) Address any questions/comments regarding RN Event by email or on the agenda B) Suggest edits to registration and post-event survey templates based on event/node needs	Before Admin Planning Session: A) Review agenda, populating information/questions as needed	Before Admin Planning Session: A) Create registration and post-event survey templates and link to agenda
During Admin Planning Session: All meet to go over registration and post-event survey templates, timeline of remaining tasks, and logistical needs. For all RN events, this includes discussing anticipated attendance, speaker needs, use of RN Zoom Room, schedule (to confirm satisfying grant objectives), and promotional material needs. For in-person RN events, this includes discussing event location, hotel(s), food, and travel. For RNTs, this includes discussing proposed trainer(s), supporting node members willing to participate throughout the duration of RNT, people recruited as trainees, and often should include communications with the Director of Training.		

Post Admin Planning Session: A) Review registration and post-event forms, and promotional materials if requested, created by GEP Staff B) Distribute GEP-created registration survey to ALL anticipated attendees, including speakers/trainers (at minimum, members of node, and if an RNT, prospective trainees) C) Work with each other (and GEP Staff) to plan further logistics, following timeline developed during Admin Planning Session D) Follow up with RN Director(s) and/or GEP Staff and request further Admin Planning Sessions, as needed F) Communicate with registrants with information needed for RN Event	Post Admin Planning Session: A) Follow up with any questions not answered during Admin Planning Session B) Assist/check-in on efforts to recruit speaker(s) for RNMs and trainer(s) for RNTs as needed C) If large event, check in post-registration to make sure event planning needs are being met D) One week prior to the RN Event, check in with RN Event organizers	Post Admin Planning Session: A) Create/edit registration (or application) survey and / post-event survey to RN organizer satisfaction B) Create/edit of promotional materials to RN organizer satisfaction C) For in person RN events, work with event organizers to arrange travel, accommodation, and food for participants D) Email summary of registrants to node organizers if requested in timeline from Admin Planning Session E) Set up time on Qualtrics to send post-event survey to RN Event participants
During and/or after RN Event: A) Facilitate event meeting proceedings B) Distribute GEP-created post-event survey to all faculty participants (i.e., not students) C) Have one RN Event Organizer submit survey including final information on the RN Event. Survey includes: • Thoughts on how RN Event went • Request for photos from RN Event D) Submit a list of all participants names and contact information to GEP E) Post the meeting agenda to the GEP-created document in Google Drive	After RN Event: A) Review uploaded post-event update by RN Event Organizer, and note useful information as needed	During and/or after RN Event: A) Assist in any technical/logistical questions where they can assist (e.g. use of RN Zoom Room) B) Document post-event update from RN Event Organizer and budget details, if available, for GEP records C) Share results of post-event survey to RN organizers D) Update GEP records on details of event for grant reporting

Staff

Director of IT: Wilson Leung

IT Technical Specialist: Chinmay P. Rele

Director of Curriculum & Accessibility (Web Developer I): Katie Sandlin

Program Assistant: Sarah Crocker-Buta

Director of IT

1. Design, implement, maintain, and update cyberinfrastructure for the GEP
2. Maintain and update infrastructure for the GEP website and web framework
3. Design, implement, maintain, and update annotation tools for GEP scientific projects
4. Collaborate with Science/IT Committee to construct and maintain UCSC Genome Browsers and Assembly Hubs for GEP scientific projects
5. Collaborate with GEP Science Partners to assemble eukaryotic genomes (e.g., Puerto Rican Parrot) using PacBio, Nanopore, and Illumina sequencing data
6. Collaborate with GEP Science Partners to create workflows to analyze and visualize genomic datasets for the GEP scientific projects (e.g., RNA-Seq, ChIP-Seq, RAMPAGE, STRIPE-Seq, ATAC-Seq, PacBio Iso-Seq)
7. Collaborate with GEP Science Partners to create infrastructure to collate and reconcile gene annotations submitted by GEP students
8. Collaborate with Professional Development and Mentoring Committee to implement communication infrastructure for GEP Committees, GEP workshops (in-person and online), and Regional Node Events
9. Collaborate with the Assessment Committee to implement custom functionalities required by the GEP assessment instruments (e.g., encryption of student names, random assignment of A/B versions of the GEP quizzes), and tabulate data from the GEP Faculty Reports
10. Collaborate with the Assessment Committee to construct an Assessment Database
11. Collaborate with the Curriculum Committee to deploy technical infrastructure required by the GEP curriculum materials (e.g., construct Genome Browsers for the Understanding Eukaryotic Genes modules, variant calling with R), and provide advice on new sequencing technology, bioinformatics tools, and analysis workflows.
12. Collaborate with the Diversity, Equity, and Inclusion Committee and other GEP staff to improve accessibility of the GEP website, annotation tools, and curriculum resources.
13. Maintain and update database of GEP institutional characteristics based on the Carnegie Classification of Institutions of Higher Education (CCIHE) and the list of Minority Serving Institutions maintained by the Rutgers Center for Minority Serving Institutions (CMSI)

IT Technical Specialist

1. Collaborate with GEP Science Partners to create infrastructure to collate and reconcile gene annotations submitted by GEP students
2. Create and maintain *microPublication* Pipeline
3. Work with/train reconcilers to reconcile student annotated models (Pathways Project Specific)
4. Collaborate with TAs and advise on their interactions with students who use their services
5. Maintain reconciliation Apollo instances and procedures/documentation for reconciliation and *microPublication*
6. Collaborate with GEP Science Partners to create workflows to analyze and visualize genomic datasets for the GEP scientific projects (e.g., RNA-Seq, ChIP-Seq, RAMPAGE)
7. Prepare tutorials, curriculum, and walkthroughs for GEP tools and resources

Director of Curriculum & Accessibility (Web Developer I)

Website and Accessibility:

1. Serves as webmaster of the GEP website.
 - a. Generate blog posts (e.g., Regional Node Events, new publications, members accomplishments, conference attendance)
 - i. Share blog posts on Twitter/X and LinkedIn
 - b. Keep “Upcoming Events” current
 - c. Update Leadership Directory each year following the Faculty Workshop.
 - d. Add new features (e.g., faculty generated curriculum, pilot curriculum, quick start, DEI resource collection, RCR web page)
 - e. Optimize for search engines (SEO)
 - f. Optimize responsiveness across multiple devices
 - g. Maintain “Site Map”
 - h. Field support questions
 - i. Create individual web pages for each New Member Training (including generation of relevant Google Drive and Box files/folders) and customize to fit plans of the event
2. Leads efforts to meet the [World Wide Web Consortium’s Web Content Accessibility Guidelines](#), or WCAG 2.0 AA.
 - a. Provides training and support to GEP faculty and staff on accessibility policies.
 - b. Maintains “[GEP Accessibility Policies](#)” document.
 - c. Enforce accessibility policy.
 - d. Conduct regular accessibility assessments of digital assets and content.
 - e. Provide feedback and direction on how to improve accessibility.
 - f. Collaborate with GEP Leadership to integrate accessibility into project planning, procurement, and processes.
3. Ensure all social media posts and YouTube videos meet accessibility standards.

4. Collaborate with the Diversity, Equity, and Inclusion Committee to develop and improve accessibility of the GEP website, annotation tools, and curriculum resources

Recruitment/Marketing:

1. Serve as the social media manager by setting the content strategy and driving engagement on the GEP's [Twitter/X](#) and [LinkedIn](#) accounts.
 - a. Content includes upcoming and past events, celebrations of new members, useful literature/resources, and relevant non-GEP events
2. Serve as the manager and content moderator of the [GEP YouTube Channel](#)
3. Create accessible event flyers that meet the "GEP Brand Guidelines" then modify to fit various sizes and file types all of which require accessible html file and alt text be included
4. Promote New Member Training opportunities across social media and listservs, send targeted email invites, etc.
 - a. Assist with recruiting new members including, but not limited to, creating an application, setting up one-on-one meetings to discuss fit
 - b. Review potential members and match to appropriate training opportunities
5. Copy-edit manuscripts, conference presentations/posters, etc.
6. Maintain the GEP "brand" through all digital platforms, poster and presentation templates, event flyers, and any other public facing content
7. Promote the GEP through virtual and in-person conference/workshop/webinar attendance

Curriculum:

1. Develop and maintain curriculum for the Pathways Project and other projects (e.g., Parrot
 - a. Develop and maintain curriculum for other projects (e.g., Puerto Rican Parrot Project) when requested
2. Develop new curriculum (e.g., Responsible Conduct of Research, Long-read Sequencing Technology)
3. Assist Director of IT and the Curriculum Committee with twice annual curriculum reviews/updates
4. Collaborate with the Curriculum Committee to assist with improving curriculum content when directed
5. Develop and refine curriculum to ensure accessibility (meet WCAG 2.0 AA)
6. Create new content for the GEP YouTube channel
7. Prepare tutorials and walkthroughs for GEP tools and resources

Data Tracking/Reporting:

1. Prepare annual reports for NSF and NIH including following up to ensure leadership completes their respective areas
2. Maintain (or oversee maintenance of):

- Membership databases
- Collection of assessment data
- Event tracking databases including ensuring accuracy of records
- 3. Conduct (or oversee) creation, testing, and deployment of custom Qualtrics surveys (Faculty Report, Student Assessments, registrations, applications, etc.)
- 4. Maintain listing of all GEP Scientific and Education macro-publications on the GEP website
- 5. Maintain listing of all GEP micropublications on the GEP website

Communication:

1. Manage update and completion of monthly newsletter including tagging and sending reminders to tagged individuals, copy-editing, and test/review of draft newsletter
2. Attend all Committee meetings to ensure continuity across committees and provide logistical/technical support
 - a. Steering
 - b. Assessment
 - c. Research and Evaluation
 - d. Curriculum
 - e. Diversity, Equity, and Inclusion
 - f. DEI Journal Club
 - g. Professional Development and Mentoring
 - h. Science and IT
 - i. Research Seminar
3. Collaborate with the Professional Development and Mentoring Committee to implement communication infrastructure for GEP Committees, GEP workshops (in-person and online), and Regional Node Meetings
4. Facilitate effective communication among GEP members including fielding support requests/questions, creating tutorials, etc.

Events:

1. Support Regional Node Leaders and Directors in developing and deploying Regional Events including attending administration planning meetings, Regional Node office hours, tracking progress of planning, overseeing Program Assistant's roles, etc.
2. Conduct and/or facilitate in-person and virtual New Member Training
3. Oversee Program Assistant's collection of assessment data and deployment of custom Qualtrics surveys for specific activities/events
4. Faculty Workshop planning and logistical support
 - a. Create workshop logo
 - b. Generate event schedule in collaboration with Steering Committee
 - c. Generate Working Group (WG) Descriptions and Schedule
 - d. Assist with identifying a science and DEI keynote speaker and publicize their attendance

- e. Develop custom PPT template for event
- f. Send instructions to presenters and WG leaders about when/where they will need to be, how to submit their materials, collect resource requests, etc.
- g. Assist Program Director with generating the State of the Union address and Steering Committee Working Day materials
- h. Oversee creation of workshop registration form

Attend or complete courses/modules for professional development to learn new skills or find solutions for issues, stay up-to-date with federal and UA policies and procedures on accessibility, etc. (e.g., Elementor Academy (website), Inclusive STEM Teaching Project for Curriculum and DEI, accessibility, ungrading, backwards design, Universal Design for Learning (UDL), culturally responsive pedagogy)

Program Assistant

1. Assist Director and GEP Staff with general day-to-day administrative responsibilities.
2. Maintain “Research and Evaluation Database” of consent and demographic information for current members.
3. Update faculty members’ status to adjunct status upon request (communicate with Director of IT to update Member Directory page and Nodes Map, MASTER membership database; update on IUSE spreadsheet, Regional Nodes spreadsheet; remove from Google groups).
4. Support Regional Node Leaders in organizing and executing regional events. Coordinate with Regional Node event organizers to register all participants (including faculty, students, and scientific staff) for Regional Node Meetings. Create pre-event registration surveys in Qualtrics and make available for the event organizer to distribute via email. Create post-event surveys and email to faculty participants following Regional Node Meetings. Upload survey responses to GEP Research and Evaluation folder in Box.
5. Assist with the Regional Node Meeting post-event summaries that get uploaded to the website. Summaries can be found on the Post-Event Reporting Form that is sent to event organizers.
6. Create Trello cards for Committee Meetings and Regional Node Events. Add links for meeting agendas (connected to the appropriate Google Drive folder), meeting recording (saved on Box), and any other relevant documents.
7. Download recordings of virtual meetings and save to the appropriate folders in Box.
8. Send reminders to the Virtual TAs to fill out the Qualtrics Timesheet survey at the end of every biweekly pay period. Gather information on number of hours worked by virtual TA’s and send them to the Director on the Monday following the end of the pay period.
9. Keep track of ePA expiration dates for the Virtual TAs, reconcilers, and GEP Staff.
10. Create updated IC and PSA forms for external evaluators of NSF-IUSE grant (currently Sean Gehrke, David Lopatto, and Christine Pribbenow) at the end of every term (currently PSA runs October 1 – September 30 of the following year).
11. Check and maintain GEP general email accounts (thegep@ua.edu; gep@ua.edu).
12. As assigned, attend Committee Meetings/Regional Node Events to ensure full access to Zoom room capabilities.

13. Send reminder emails to meeting participants at least 24 hours prior to each event.
14. Submit payments with GEP P-card upon request and save invoices to Box. Reconcile P-card (best practice around the 18th of each month; financial office deadline is the 25th).
15. Submit IRB information for new members' institutions to UA Research Compliance Specialist.
16. Collaborate with the Assessment Committee to implement custom functionalities required by the GEP assessment instruments
17. Send out recruitment flyers and swag to faculty members presenting at conferences upon request.
18. Assist with recruiting new members (as needed) by targeted emailing campaigns.
19. Assist the Director in preparation of annual reports.
20. Keep track of New Member Training checklists and the Regional Node Meeting Checklists
21. Maintain Conference Attendance Policy documentation.
22. Compile information from the pre-conference and post-conferences forms to create a list of faculty and students that have attended conferences as representatives of the GEP.
23. Send Leadership onboarding package to new committee chairs and vice chairs following summer workshop.
24. Oversee/lead update of handbook each summer following Faculty Workshop

Policies & Procedures

Newsletter

General process for monthly newsletter:

1. Katie makes a copy of Google Doc for the previous month's newsletter and then updates the title and heading with the correct month and makes all text needing updating purple (i.e., not the items that are in every newsletter). Note: Whoever makes the copy will get all the email notifications about comments and resolutions.
2. Katie will tag the relevant Committee Leadership to update their sections.
3. Once updates of the Google Doc version are complete, Katie will notify Wilson who will then check for any errors/corrections and create a "Test" email to be sent to Katie and Sarah.
4. After Katie and Sarah have given approval, Wilson will send the marked up language to QUBES who will then copy/paste it into an email and send it out to the all_GEP listserv. Wilson will also add a copy to the Newsletter archive on the GEP website.
5. The following month when we send out the next newsletter, QUBES will provide the previous month's usage stats (e.g., how many folks opened the email, how many times each link was clicked).

Pro Tips:

- It's important to remind faculty to change the text from purple to black when they update their sections so that the staff knows revisions were completed.
- Whenever possible, content shouldn't be duplicated each month. Members have complained about this in the past and will stop reading when they encounter items they saw the previous month and, consequently, may end up missing something important.
 - For this reason, it's also best practice to add new items to the *top* of each section. Staff usually adds a note in large, bold, and highlighted text reminding people where to add new content.
- To make the content as organized and visually "clean" as possible, it's almost always recommended that any links be embedded in the text. There are a few cases where we don't do this, such as the Virtual TA Zoom login since most email programs will alter the URL for security purposes.
- For several reasons including searching and accessibility, it's not advisable to say "find the link here" (or similar language including "here").
- Some Committee Leaders may try to include the entire agenda from their previous Committee Meeting. This is almost never a good idea. Staff may edit accordingly and link any additional information to a Trello card.